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ABSTRACT

Employee assistance programs (EAP's) have been set up by many businesses and organizations to help employees resolve their personal problems so they can maintain or resume an acceptable job performance level. So far, only a few public school districts have considered or implemented such programs. This monograph examines EAP's in general and focuses on their feasibility for school districts. While communities willingly support specialized services for students needing help with academic choices and personal problems, school district employees' problems have not been addressed because of scarce financial resources and schools' concern about public image. Yet keeping adult workers highly productive seems as worthy a goal as turning students into good workers. Chapter 2 considers three alternative models for school EAP's, while chapter 3 discusses available services, staff, referrals, and publicity methods. Chapter 4 tackles a variety of issues, including client population, wellness programs, organizational fit, recordkeeping, and legal problems. Chapter 5 treats measurement of EAP effectiveness, focusing on absenteeism and job performance evaluations as the best indicators. The last chapter outlines seven steps for developing and implementing a school district EAP. An appendix with forms and guidelines, a bibliography of 20 references, and a list of EAP organizations and publications are included. (MLH)

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EAP: Employee Assistance Programs in the Public Schools

Carol Hacker

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EAP: Employee Assistance Programs in the Public Schools

Carol Hacker

Foreword by
Nancy A. Scott
1986–87 President
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Education and Supervision

Reference & Resource Series

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Foreword

Throughout my years in education as a student, a teacher, a counselor, and an administrator, I have seen how personal problems and situations can interfere with the work of all members of the school staff. Family crises, alcoholism, financial worries, and other problems can make it difficult for employees to concentrate on their work, thus lowering their level of performance.

Schools have recognized that students need help with their academic choices, personal problems, and decisions; therefore, counselors, psychologists, social workers, as well as special training for teachers, have been made available for this purpose. Helping students become productive citizens and reach their potential is an educational goal. Only in recent years, however, have school districts recognized that their employees might need help in resolving personal problems in order to reach their potential and become more productive employees and citizens.

This monograph takes a viable concept from the private industry Employee Assistance Program and shows how it can be implemented in the public schools. Although one monograph cannot answer all the questions or provide all the details about such programs for school district employees, the author gives a thorough overview, including workable models, in a very readable style. It should be very helpful to readers who know nothing about EAPs, as well as to those who understand EAPs in private business and are interested in implementing one in a school district. The monograph provides practical tips on how to establish a program, what to avoid, potential problems, and controversial and legal issues.

All school employees, union or association staff, school board members, and community members will find the monograph informative and enlightening. It will help them focus on the reasons why EAPs are needed in education and then help them decide how best to implement such a program in their own district.

Since very few school districts have EAPs, there is no definitive document on why or how to set one up. This monograph fills this need. The practical experience and enthusiam of the author help to validate the practicality of school district EAPs. The obvious savings of human resources and improved staff morale should encourage more districts to establish these programs. Future financial savings should be an additional incentive.

The time has come to provide EAPs for school employees. This monograph will help this idea become a reality.

Nancy A. Scott
1986-87 President
Association for Counselor Education and Supervision

The NEA Policy on Stress and School Personnel

NEA Resolution

E-41. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports Employee Assistance Programs as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 84)

Chapter 1

Introduction and Overview

THREE EDUCATION EMPLOYEES: SUZANNE, BERNARDO, JACKIE

Suzanne, a 26-year-old single mother of two preschool children, is an elementary school teacher. She was divorced after her second child was born. Her ex-husband does not pay child support regularly, and she is struggling to pay off debts incurred during her marriage. Suzanne has been a teacher in the district for eight years with two maternity leaves of six months each. She received excellent evaluations until two years ago.

Suzanne tries to be a good mother and teacher but she has had trouble finding day care for her children. Recently she found another single mother who will keep the children during the day. It takes Suzanne 50 minutes to drive her children from home to the sitter and then to her school. For the last two months she has been arriving late on a regular basis. Since one of her children has chronic allergies and asthma, she often must ask her principal for permission to leave school as soon as her classes are finished to take her child to the doctor, thereby missing after-school meetings and workshops.

The demands of her children, her job, and her financial responsibilities are a constant source of anxiety for her. Last week she was late to school, arriving after her class should have started. The principal sent a note asking to see her at lunch time. Her anxiety mounted through the morning and once she was in the principal's office, she felt herself losing control. Her tears turned into sobs as the principal confronted her on her lateness and declining job performance. She started to explain all her problems but hysteria took over.

Bernardo was chosen to be a junior high school principal after 10 years as a social studies teacher. He had just completed the necessary classes for administrative certification and was excited to be given this opportunity. His first few months went well. He had been a highly regarded teacher and everyone seemed pleased about his being the principal. However, he found himself having to stay at school later and later each day and then come back for meetings or activities, three to four nights a week. His family started to complain about never seeing him.

As the year went on, Bernardo found himself more and more uncomfortable with being the final decision maker, main disciplinarian, very often "the bad guy" for the whole school. He found himself shutting his office door and staring at the walls or leaving for meetings early just to be out of the building longer. He knew the faculty was questioning his ability to be a leader. When his wife threatened to leave him unless he got himself and his life under control, he knew he needed help.

Jackie has been a night custodian in the schools for three years. Her husband works days on a construction crew. She was sixteen when they were married and had their first child, consequently she finished only half of the tenth grade. One of her dreams is to get a high school diploma and become a secretary.

Three years ago when she got the job as a school custodian she was excited because it meant a steady income with good medical benefits. As a construction worker, her husband had neither. However, it meant being very organized since her husband worked days and often wasn't home when the children were out of school. Her sister agreed to watch them until he got home. The family was together only on weekends (and her husband liked to spend Saturdays with his friends), but Jackie was hopeful they would eventually make things work out well.

With Jackie gone nights, however, her husband started drinking more. Some nights he did not pick up the children from her sister's until 8:00 or 9:00 P.M. Things came to a crisis when she came home to an empty house one night and the phone was ringing. Her husband had been picked up for drunk driving and had been taken to a detox center.

She was not sure whether to give up her job and stay home and hope they could make it on her husband's salary, or tell him to leave and she would try to get along on her own, or just keep on trying to work *and* hold her marriage together.

Each of these school district employees has personal problems that are affecting their job performance. Problems on the job can also affect their personal lives, which in turn can lower their work performance. If they could get help with their problems, both their job performance and personal lives should become more satisfactory. Although a school district has no right to interfere or influence the personal lives of its employees, it does have a right to expect its employees to do their best to be productive and effective workers.

Employee Assistance Programs (EAPs) have been set up by some businesses and organizations to help their employees resolve their personal problems so they can maintain or return to a good level of job performance. Both the organization and individual employee benefit from this service.

Private business has had EAPs since the 1940s; the federal government started to require most of its departments to have an EAP in the 1970s. Some universities, city, county, and state governments, police departments, and professional groups such as doctors, nurses, and lawyers, now have EAPs. However, only a few public school districts have considered the idea, much less actually implemented such programs. Why not? Are EAPs feasible or even helpful for public school districts?

This monograph examines EAPs in general and focuses on the feasibility of such programs for school districts. It discusses the history, purpose, various program models, steps for setting up and implementing a program, and issues to consider for implementation by school districts. These different aspects are all intertwined; separating them into discrete catagories is impossible. All areas must be considered before decisions are made on implementing an EAP. An EAP must fit the organization it serves; this is especially true of school district EAPs. Therefore, only guidelines and suggestions, rather than absolute rules, are presented.

Throughout this monograph the acronym EAP can refer to the program itself or to the person or persons who run the program. This usage is common throughout the EAP literature. The term *supervisor* is used to mean any school district employee who has supervisory, administrative, or managerial responsibilities.

HISTORY OF EAPs

As with any dynamic program that meets current needs, EAPs have evolved and changed over the years. The first programs were started to help employees with alcohol problems that were affecting their job performance. Some programs were started by company physicians; other programs were started by recovering alcoholic employees who wanted to help their fellow workers with drinking problems. Alcoholics Anonymous (AA) was the main source of help. Eventually supervisors were trained to recognize the symptoms of alcoholism, to confront the workers showing these signs and to refer them directly to AA, to employees who were AA members, or to the company physician.

The keys to the success of the programs were the supervisor and AA. However, supervisors found that not all workers with problems had problems with alcohol and they began to ask for help with other types of problems. A few organizations had established in-house psychological services for their employees. Others, such as General Electric who described the well-known "Halo Effect," were doing research on how to make employees more productive. Some organizations with a humanistic aproach to management felt that conserving human resources was as important as productivity and cost effectiveness.

From all of these ideas, needs, and philosophies the idea developed to extend help for many types of problems through the EAP. While early programs were often called the *Employee Alcoholism Program*, many changed their name to the current Employee Assistance Program. The term *Broad Brush EAP* was coined to emphasize that the programs work with all types of problems and needs.

DEFINITION OF EAPs

The current definitions reflect this Broad Brush approach. The formal organizational description may be simple. "An EAP is a structural approach for problem solving to help employees return to productive and efficient levels of job performance," (7, p. 1).* It can also be detailed and comprehensive:

> An EAP is a set . . . of company policies and procedures for identifying or responding to, personal or emotional problems of employees which interfere, directly or indirectly, with job performance. The program provides information and/or referrals to appropriate counseling treatment or support services for which the company may pay in whole or in part. (19, p. 495)

This type of program may also be known as Employee Counseling Program, Employee Counseling Service, Information and Referral Service, Occupational Intervention Program, Employee Self-Help Program or similar titles. All stress that the help is for the employee. The main goal is good job performance. If work perforance problems are spotted, the organization can provide appropriate help for personal problems; the troubled worker's performance may return to an adequate level, if it has deteriorated, or may remain at an adequate level if the personal problem is helped quickly enough. Although the organization does not have the right to interfere in or to be involved in its employee's personal lives, it does have the right to expect good job performance. Offering help is not interference; the employee may accept or reject the help offered. The organization can focus only on job performance, document what is done and make decisions about employability based on these factors. The EAP program must be seen by the rank and file employee as improving, not threatening, job security.

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*Numbers in parentheses appearing in the text refer to the Bibliography beginning on page 46.

FEASIBILITY OF SCHOOL DISTRICT EAPs

There are many possible reasons why public school districts have not had Employee Assistance Programs. Financial resources for support programs have always been limited. Recently, some districts have even had to cut back on counselors for students. The general public is hesitant to support programs and personnel that do not directly relate to the classroom.

School districts, school boards, school administrators, and school district employees are all very concerned about their public image. Setting up a program that states employees have problems may not project an image that builds public confidence, especially if the community discovers the types of problems that are being referred. Some parents would not want their child to have an alcoholic teacher, even if the teacher is recovering and is no longer drinking. Teachers and administrators may be hesitant to admit that they do have problems, much less that they need to seek help. They are role models for the students and may think they cannot show weaknesses. However, if parents and community members are asked whether educators could have problems for which they might need help, most will say "of course," and give examples of teachers they have known who would have benefited from help. They may even enthusiastically support the concept of an EAP, seeing it as a way for teachers and administrators to get help with personal problems so they can be better educators. District officials may also be concerned that therapists outside the schools will learn about the problems within the school system. However, employees may see a therapist on their own, and share their concerns about their job or the district.

Teachers take their profession very seriously and want to be the best educators and role models possible. Although they may have more job security than many workers in private industry, they continually try to better themselves professionally through classes, workshops and in-services. If they do have personal problems, most would appreciate getting appropriate help. An EAP can assist them confidentially and expediently so that the problems do not affect their classroom performance. The classified employees of a school district also have a great deal of pride in their work and they too can benefit from EAP services. Poor or inadequate job performance is not an option for any district employees and they would welcome any assistance that would help them. In fact, school districts that have EAPs find the majority of referrals are self-referrals who want help before their job performance is affected.

A school district EAP usually is set up to help all employees—the teachers, administrators, and support or classified personnel. The EAP not only provides help to all employees with their problems, but it also can be an encouragement and support while they are getting such help. It can also consult with the supervisor or administrator on how to deal with the troubled employee. When job performance has been affected, the EAP can work as a consultant to all involved—the supervisor, the troubled employee, and the union—in order to help job performance reach an adequate level without resorting to disciplinary action. The help and support of a skilled EAP in a poor job performance situation can be a benefit to everyone involved.

Most school district EAPs are set up by the administration so that all employees can use its services. However it is imperative that all district unions, associations, and/or bargaining units be involved in creating the EAP and its policies. They should also serve in an advisory capacity, perhaps as an official steering committee, once it is established. They represent all employees and can provide useful guidance and feedback for the EAP. Having all of them work together will assure that the EAP meets the needs of all employees.

Some employees may be suspicious that an EAP provided by the administration

will be an arm of the administration and disclose private information to it. Having all unions on an on-going steering committee will help dispel this idea. All EAP policy statements must clearly stress the confidentiality of the EAP and any limits to this policy regarding disclosure, such as the necessity to report child abuse or harm to self or others. The unions can be very helpful in showing that they support the EAP, and can encourage their members to use its services. The employees must trust the program before they will use it, especially if they are referred by a supervisor.

The unions can be a referral source to the EAP. The union representative may find that an employee has personal problems that can be helped by the EAP. If an employee is going through disciplinary action, the EAP can provide emotional support. The EAP can be the place where a frustrated employee can vent his/her feelings, learn how to deal with a difficult job situation, and perhaps avoid a job performance problem. The more support the unions give the EAP, the more effective it will be.

Since school districts try to help their students to become productive adults who contribute to society by being good workers, there should be no question that an EAP makes good sense for a school district. It can help both certified and classified employees to be productive workers.

Chapter 2

Models for School EAPs

When a school district decides that it wants to look into the feasibility of setting up an EAP, one of the first things to consider is the various models available. The models presented here are based on those defined by Phillips and Older (11) for private business and industry. The advantages and disadvantages of each are given.

Model 1 works best for large school districts that have at least 1,000 employees. In this model, the EAP is an employee of the school district. His/Her main job is to assess the problems of the troubled employees and to refer them to outside providers for appropriate help. He/She meets with employees with problems, consults with supervisors and administrators, keeps up-to-date resource files, and attends to all the supervisory training, education, marketing, follow-up, and feedback. Supervisors, administrators, employees, dependents, and unions all can make referrals to the EAP. All counseling, other than the initial assessment, is performed outside the organization by private therapists or counselors, public agencies, substance-abuse treatment centers, or other community resources. The costs incurred may be paid in part or in full by the district under its insurance benefits. Usually costs are shared by the district and the employee.

The advantages of Model 1 center on the communication and ownership within the district. The EAP can work with all employees, with supervisors, with organizational problems, with internal conflicts and needs, with all the unions, and thereby have an impact on the district, as well as on individual employees. The district, including all associations and unions, want to be sure that the EAP is set up in a way that makes it most effective for and accountable to all who use its services. Program evaluation and assessment can easily be done. The EAP coordinator/administrator/counselor can be well known by everyone in the school district, which adds a personal touch, as well as credibility to the overall program. The EAP can assess educational and informational needs for individuals, for schools or departments, and for the entire district, and also can provide appropriate programs and classes. The coordinator/administrator/counselor thus is easily available for crisis intervention, for follow-up questions and information, and for consultation. He/She knows the district and the community and can be a resource for information and assistance for all types of problems and needs.

A supervisor or administrator who outranks the EAP could put undue pressure on the EAP. The unions can help give the EAP support in such a conflict, as can a strong policy statement assuring the confidentiality of information learned by the EAP. If the administration tries to have the EAP agree with its side in a grievance when the EAP is working with the grieving employee, the union and the policy statement can be helpful in reminding the administration that the EAP serves all employees and cannot become a tool of any one group. The EAP, in its design and by its investment in all district employees and groups, must be available to *all*

employees to meet their needs. It is possible, in a conflict or a grievance, that the internal EAP may have employees from both sides as clients. Thus, the need for neutrality by the EAP is essential and must be understood by all in such a situation. This is difficult, but not impossible and can help all parties involved.

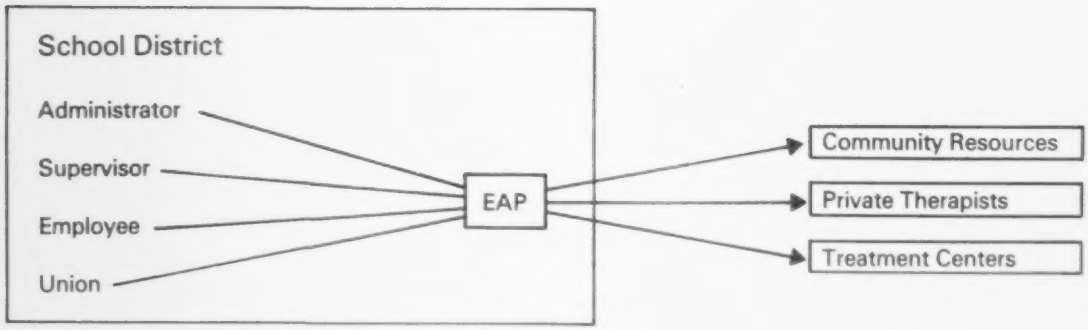
To be cost effective, the district must be large enough to afford to pay the salary of the EAP coordinator/administrator/counselor, as well as the costs of maintaining an office, secretary, travel, and other miscellaneous expenses. In private business, it is recommended that there be one person for every 2,000 to 2,500 employees. However, a one-person EAP will have many demands made upon him/her; there will be numerous duties and roles to fulfill and the "burnout" potential is very high. He/She must be able to perform a variety of tasks, including crisis intervention in potential suicides, assessment of substance abuse, consultation on job performance interventions, and reassurance to employees who are afraid to seek counseling. There are few people trained to do all of these functions well. The available personnel for the EAP coordinator/administrator/counsel and the needs of the district will determine how serious a disadvantage this will be.

A variation of the internal program model (see Model 1 Variation) is to have the EAP coordinator/administrator/counselor be an employee of the district, but to have some counselor/therapists also employed by the district to provide some or all of the counseling instead of using outside providers. It could be possible to use school social workers and psychologists in this capacity. The advantages to this are that the district would have more control over the therapists and the accountability of the program. The therapists would know the district and sometimes would be able to intervene in the organization, when appropriate. The EAP administrator could have more control over the therapy and its outcome.

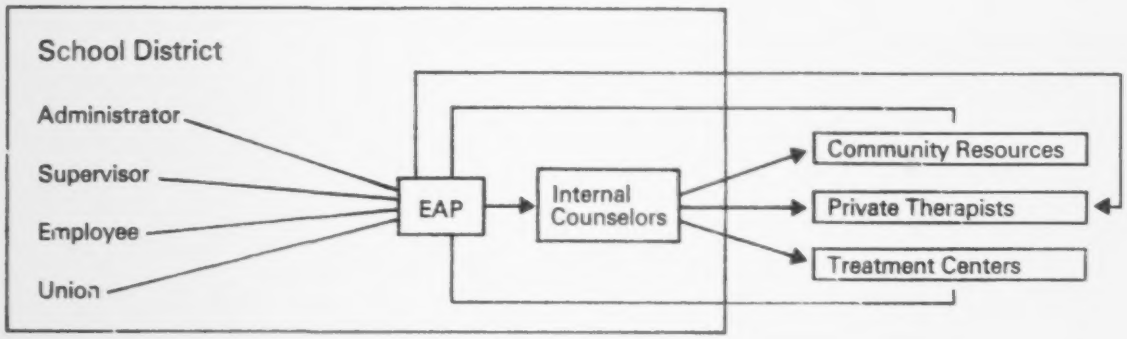
The disadvantages pertain to cost and the problem of confidentiality. The psychologists and social workers would have to be paid an increment or carry reduced student loads. If they were eligible for third-party payment, insurance could pick up some costs. The employees could be held responsible for all costs, but there would then be little incentive for them to see the in-house counselors rather than an outside one. The confidentiality issue is difficult to overcome if school personnel are used as therapists. They are district employees and, therefore, owe allegiance to the district. There could be some situations in which the employee would share information about something that was against district policy but that was not illegal or required to be reported according to professional confidentiality rules. The therapist would have to know whether this information has to be reported to district officials. It is also possible that the district therapist could have client employees who worked in their school or have friends, relatives, or contacts in their school. Employees, especially administrators, might be reluctant to share personal problems with another employee, even in a therapeutic relationship.

Depending on the size of the district, one other variation of this model is for the EAP administrator to provide short-term counseling (three to five sessions) for appropriate problems. Many employees' situations can be resolved in short-term counseling. This would save insurance costs and the need for the district to pay for outside counseling. Because the counseling was free, more troubled employees might get help. However, the requests for this free help might be so great that the program would have to add personnel. If the short-term counseling was not sufficient, the EAP administrator-counselor would have to refer the employee to an outside provider, and thereby disrupt the therapeutic process. This approach, however, could be one way that a small district would make an EAP justifiable, because it should decrease the number of insurance claims.

Model 1 Internal Program



Model 1 Variation. Internal Program with Internal Counselors.



Model 2 uses a contract with an outside provider for all EAP services. The school district would contract with a service provider to provide assessment, some free counseling sessions, and appropriate feedback for employees with problems. Usually the district would pay a certain amount per person per month, based on the total number of employees. For example, at $1 per month per employee, a district of 500 employees would pay $500 a month for EAP services. This could be cost effective for small districts.

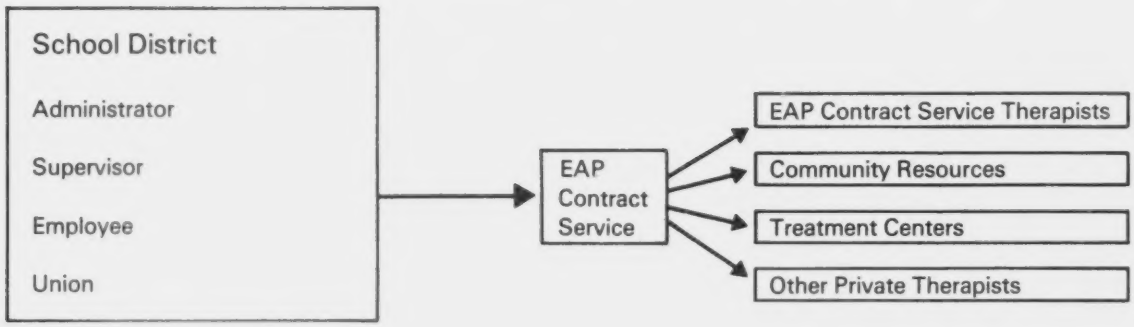
Many therapy groups, mental health agencies, and insurance groups have established EAP contract services. The costs as well as the range of services offered can vary greatly. The district should be clear on what it wants and does not want from a contract EAP, and should then closely monitor the service. First, the methods of referral must be clear. Usually, employees call the contract service directly and set up an appointment. Sometimes the agency may assign one of its counselors to act as the main contact person for a district. He/She then takes all calls and refers the employee for appropriate help. The contract often provides for three to five free sessions of counseling. If more sessions are needed, employees are referred somewhere else or they can continue with the EAP counselor at their own expense, although insurance may pay for some of the cost. The district may also contract for supervisory training, consultation with supervisors, a newsletter on mental health issues, educational presentations, marketing of the program to employees, follow-up and feedback to supervisors, organizational interventions and consultations, or any other relevant services. Each would add to the cost of the contract. (See Chapter 3 for questions and ideas for evaluating contract vendors.)

The advantages of contracting with an outside provider are cost effectiveness for small districts and the assurance of confidentiality for the employees. A contract could cost much less than employing a full-time EAP administrator and the employees would receive some free counseling. Since the contract service agency would be totally outside the district, employees may trust it more than they would an in-house person. Because of this and the free sessions, more employees may seek and obtain help. The range of counseling services and the quality of help given are controlled by the service agency and should be good, since the outside provider will keep contracts only if their services are satisfactory.

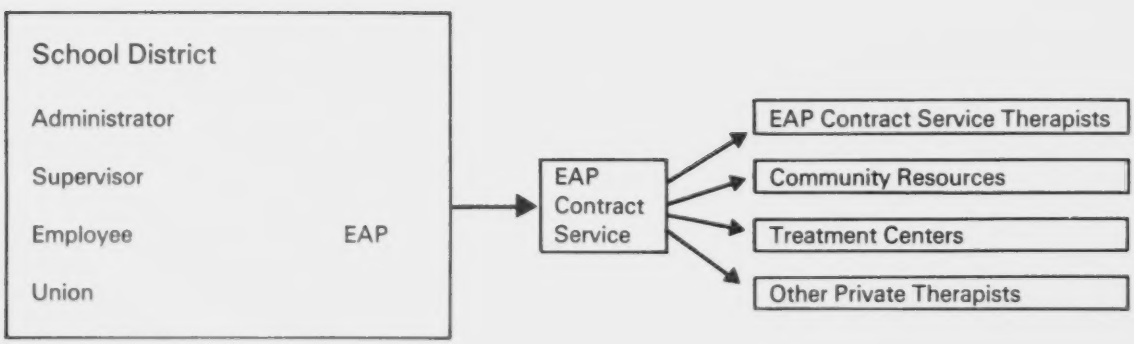
The disadvantage of the contract service can be the lack of control the school district has over the services given by the contract agency. Supervisors and administrators may be hesitant to work with the agency; communication with and feedback from the agency may not be what the district wants, and the agency will not know the organization as well as an in-house EAP. Therefore, organizational interventions are difficult to accomplish under this type of program. The district will have to have some way to monitor and evaluate the EAP services and results, and these tasks will have to be added to someone's duties. The lack of ownership by the district may keep it from marketing and using the service. Some therapy groups have set up EAP contract services in order to obtain more clients. They refer only to themselves, no matter what the problem, and may encourage long-term counseling, rather than the short-term, situational counseling that most employees need. If the district already has coverage for therapy under its insurance program, it is paying twice if it has a contract EAP that gives free sessions.

A variation of this model is to have a person, or persons, in the employ of the district who can be called upon by employees who need and want help (see Model 2 Variation). This person or persons are called the EAP and they do the initial diagnosis and then refer the employees to the service agency with which the school district has a contract. The agency then provides counseling, referral, or whatever is

Model 2 Contract with Outside Provider



Model 2 Variation.
Contract with Outside Provider
with Internal EAP Referral Person.



necessary. The in-house EAP people either can be volunteers or can be paid for this service. Each school and department could have a contact person who was trained to do initial assessments and referrals, as well as follow-up. The contact person(s) could also give support on the job site to troubled employees. Having such in-house EAPs adds a personal touch and an organizational commitment to the contract service.

The disadvantages of the Model 2 Variation are caused by the number of people involved and the necessity to make certain that each one knows his/her appropriate role, territory, and has effective communication skills. If the in-house person(s) is/are salaried, the costs also rise. Monitoring the assistance given by the in-house EAP, if there are many people involved, could be difficult. There also could be problems concerning confidentiality. If the contract agency provides some free counseling sessions and then refers to someone else if further help is needed, the troubled employee may have to see at least three different people.

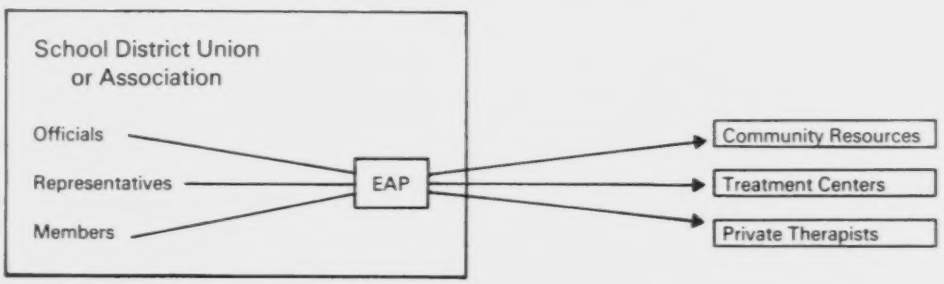
Some school districts who use a contract service have at least one of its employees trained to assess problems, monitor the service agency, and act as a liaison between the two. They may also have a representative who understands the EAP services and encourages troubled employees to get help. (This can also be done for an in-house program.)

A third model to consider is one in which the various unions or associations in the district set up their own EAPs (Model 3). Private industry has union-based EAPs, usually in situations where management and unions are adversarial or where a union is not part of a particular business. Examples of the latter would be an EAP for a city-wide plumbers local or an EAP for all members of an AFL-CIO local.

A union-based school district EAP could have an internal person doing assessment, referral, and consultation, or it could set up a contract with a service provider. The employees' medical insurance probably would cover part of the therapy. The union could provide a therapist and some free sessions for its troubled employees. A union-based program would be accountable only to the union and its members.

One of the disadvantages of a union EAP is that most school district unions cannot afford to support such a program. However, some or all of the unions or associations could work together to set up an EAP for their members. This could be an added incentive for more employees to join the appropriate union. The union representatives would be key people in encouraging employees to see the advantages of using the EAP services.

Model 3 Union/Association EAP



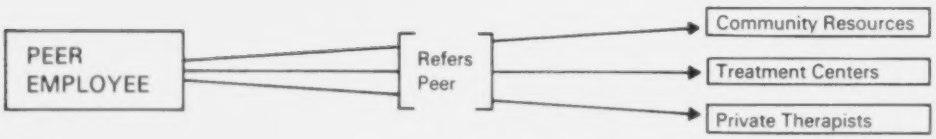
A union-based EAP might not be able to work with supervisors and administrators on job performance problems of referred union employees unless the district administration agreed. This could be worked out in the policy statement. However, the union EAP would have to clearly establish and delineate that its role was very different from that of the union representatives and union administrators. The union EAP could never be involved in grievances or disciplinary action. One solution is to have the union EAP just assist with the personal problems and not get involved with the job problems, leaving those to the union officials.

One advantage of a district-wide EAP is that it can view the district as a whole and thus can work with the organizational problems, as well as being available to assist all employees. A steering committee comprised of representatives of all the unions also would give a district-wide EAP increased credibility. However, if the district administration will not establish an EAP, the union(s) may decide it's in the best interests of their members to offer a union-based program. With clear guidelines and policy statement, it can be effective in helping employee-members with their problems.

A final model is the one used by professionals such as doctors, lawyers, and university professors (see Model 4). Since they usually do not have direct supervisors and tend to work alone or with only a few peers, they may use a peer referral model. Others in their profession who observe a colleague who seems to be having problems, can confront him/her and try to persuade him/her to get help. This is primarily done for problems with alcohol. Model 4 does not provide for supervisory referral, follow-up, or organizational interventions. It may be useful in providing help for administrators whose peers may see that they have problems. An EAP could be a consultant to the peers who are providing help.

There are other modifications and variations of all of these models. A district should look at its resources, both financial and human, decide what it wants the EAP to accomplish, assess the resources in the community, and then decide which model will work best for it. Any program should constantly be evaluated to see if it is meeting the needs of the district.

Model 4 Peer Referral EAP



Chapter 3

EAP Services

An Employee Assistance Program in a school district can do more than help employees with their personal problems. It can be a resource for all employees on what help is available to them in the community for all types of problems. Teachers, principals, social workers, psychologists, and counselors can have students whose families have problems and would like to know where to obtain appropriate help. Since the EAP needs to know these resources, it can be of assistance to them.

The EAP can also be a consultant to supervisors and administrators who have a troubled employee or a problem in their school or department. Many supervisors/administrators have no peers at their work site and are hesitant to share their "dirty wash" with their peers or with their own supervisors. Since the EAP has no authority over them, they can feel comfortable in taking advantage of his/her skills and perspective. When a supervisor or administrator has an employee who is not performing adequately, he/she also has a problem. In this situation, the EAP has two clients, the troubled employee and his/her supervisor. The district, as well as the school or department, also has a problem and is, therefore, an EAP client. The goal is to help all involved to be as healthy and productive as possible. The supervisor or administrator was not hired to help subordinate employees with their personal problems and he/she seldom has the expertise or knowledge to do so. The EAP can step in, professionally help the employees with their problems, while their supervisors or administrators remain the objective evaluators of job performance. This is not to imply that the supervisor or administrator should not become involved in any personal way. However, it is usually more difficult for a supervisor to evaluate an employee with whom he/she has a personal relationship. This can be an especially complicated situation for supervisors who perform the same or similar jobs as those they supervise, such as those in custodial, maintenance, cafeteria, or transportation services. Some supervisors take pride in their personal involvement with those they supervise; this attitude should be encouraged if it is done appropriately. The EAP can be a consultant and provide suitable resources and suggestions for supervisors or administrators who prefer to handle a problem situation themselves. However, most supervisors and principals are relieved to have the EAP available to handle problem situations, to make decisions on appropriate help or treatment, and to do the necessary follow-up.

For example, suppose that a principal has to give a teacher a poor job performance evaluation. In the conference, the teacher breaks down and says that he/she just cannot go on and would just as soon kill him/herself. Not many principals would feel competent to deal with suicide threats or with a crying, hysterical teacher. As another example, suppose a custodian comes to work drunk. His/Her work performance has been excellent up to that time. District policy may say he/she could be fired. However, the supervisor would like to help the custodian, but may not know how to assess the severity of the drinking problem, much less what treatment is appropriate or available. In these situations the EAP can step in, offer suitable help for the employee, and consultation services to the principal or supervisor.

In some situations where the EAP may be asked to help, such as a conflict between two administrators, a conflict between a principal and his/her staff, alleged sexual harassment by a supervisor, or unsatisfactory evaluations that are disputed, there is some question of whether EAP involvement is appropriate. The EAP may have the skills to help resolve these problems, but it may be more suitable to refer the employee to the union, the representative association, or a higher administrator. However, if there are no resources within the district to resolve such problems, the EAP may be the only source for obtaining assistance. Since every employee of the district is a potential client, the EAP must avoid alienating anyone. In conflict situations, there may be no way to make everyone happy or to work out an agreed-upon compromise. The EAP can quickly damage its credibility by taking sides. Therefore, the EAP must know what in-district resources are available to handle such problems and refer the employee accordingly. If no appropriate resources exist, the EAP can help to create them. If the EAP is expected to stay involved in these types of problems, there must be strict guidelines and agreement by all concerned on what the EAP can and cannot do.

When a referred employee has filed a grievance or is in job jeopardy, the involvement of the EAP must be used properly. The referred employee cannot use the EAP as an excuse for poor job performance; neither can the supervisor use the referral against him/her to justify disciplinary measures. The EAP cannot be brought in to give information in grievance hearings. The EAP will have to evaluate how it can appropriately help all involved in this situation, including the district. Sometimes getting each side to sit down and listen to each other may be the best help the EAP can give.

REFERRALS TO THE EAP

The following discussion on referrals is based primarily from the perspective of an in-house EAP or a contract service EAP that assigns one of their people to a school district. Adaptations may be necessary for other types of programs. However, most of the concerns and guidelines will be true, no matter what model is used.

The key to the program's success is to have a clear, workable process for referrals to the EAP. Referrals can be made by the person with the problem (self), the supervisor, union or association personnel, family members, or peer worker. The earlier EAPs were based on supervisory referrals but today's EAPs usually have high self-referral rates (75 to 85 percent).

The policy statement must make clear the differences in the guarantee of confidentiality for each type of referral. Self-referrals should be totally confidential unless the problem is child abuse, harm to self or others, or any other situation that the local, state, or national law, or the district deem reportable. All employees must be informed of the confidentiality limits and all EAP clients must be reinformed. Some EAPs have potential clients fill out intake forms that state the limits of confidentiality, some inform the client verbally, and others indicate the limits only in the policy statement, which is given to everyone who comes in.

The limits on supervisory referrals are different. When the supervisor is involved and, therefore, there may be a job jeopardy situation, the policy statement and the EAP must be clear on just how much is shared with the supervisor. Most EAPs tell the supervisor if the referred employees called and/or came in for help and if they are going to receive further help. If more information needs to be exchanged, the EAP should get permission from the troubled employee, preferably in writing. If the referred employee must miss work in order to receive treatment, the supervisor, and

perhaps, personnel, payroll, and other departments, may need to be involved. How such absences and treatment are noted in various files should be decided on and dealt with carefully and discreetly. There are federal guidelines on how to handle all information and records on anyone who undergoes treatment for alcoholism.

If a family member or a peer refers an employee, the EAP may only consult with the referring party or may actually meet with the referred employee. Again, the referring person should be made aware of the limits of information that the EAP can share with him/her. In all of these situations, the referred employee's rights to confidentiality must be maintained or the program will become ineffective since no one will trust it.

The process of how people are referred must also be made clear. Can a referral be done over the phone or must the employee have a face-to-face conference with the EAP? Where will the EAP meet with the employee—only in the EAP office, at the worksite, in the employee's home, or at a community site such as a restaurant or park? Concerns about confidentiality may determine where the employee will want to meet with the EAP counselor.

Since the referral itself and some of the follow-up may be done on the phone, the line should be private. Most school personnel can call only at certain times during working hours; therefore, the EAP must have a secretary or a tape machine to answer all calls and to take messages when the counselor is unavailable. Returning employee calls may be a problem because most school personnel do not have private phones and often cannot be reached easily. The EAP must determine whether to leave their name and number since employees may not want anyone to know that they have called the EAP. Some EAP counselors do let employees call them at home in the evening where the conversation can be more private. Others work at least one evening a week, doing follow-up calls and scheduling appointments. If the EAP personnel conduct workshops, classes, or activities in addition to their EAP work, employees will become accustomed to seeing them in the schools and departments. Their presence will not be a sure sign that someone has a problem and has requested help.

Some follow-up work and crisis intervention is usually needed after work hours. Many employees in crisis need someone to "nurse" them through the time until they can get an appointment with a therapist. Relatives or friends may need guidance on how to deal with an employee in crisis. Vacations, especially Thanksgiving and Christmas, can be extremely busy times. The EAP counselor can wear a beeper, have a call-in tape machine, publish his/her home phone number, contract with a mental health center or a private group for coverage, or refuse to do such work. Again, this should be a clearly defined policy that is well publicized.

REFERRALS FOR HELP/TREATMENT

Referral can be a referral to treatment or help of some kind as well as to the EAP. Having a file of resources in the community is essential for the EAP. It should be up-to-date and inclusive of sources such as therapists, support groups, educational classes, current activities and workshops, free help, and unique resources. The local newspapers are the best place to find many of these. The larger the community, the more resources there will be available.

Tracking down help for an unusual request can be challenging, frustrating, and rewarding. Examples of requests could include help for financial problems such as budgeting and bankruptcy; for a learning-disabled adult who wants a high school

diploma; for a way to overcome a phobia, such as a fear of flying or of heights; for support groups or counseling for various medical problems and illnesses such as epilepsy, cancer, or muscular dystrophy; for battered women's and children's shelters; or for help with grief, death, or dying. These resources can be kept in file folders, notebooks, on cards, or in any other way that makes them easy to find and use.

When assessing the problem and facilitating the employee's decision on the best option for help, the EAP should know the best resources available. Most referrals will be to therapists or counselors. Some of the questions the EAP can ask the referred employees in order to suggest the best counselor for each case are:

1. Do you prefer a male or female counselor, or does it matter?
2. Where do you live and work and do you want a counselor that is convenient? (Most will prefer someone close. Some may want to go a distance away for fear of meeting someone who knows them.)
3. Have you had counseling before? If so, from whom and how did you feel about him/her and the help you received?
4. What kind of health insurance do you have? (Some may be covered under their spouse.)
5. Will there by any financial restraints or problems?

The EAP should be also consider the age, education, ethnic background and work schedule of the employee. For instance, referring a 50-year-old who is having a mid-life crisis or is considering early retirement to a 25-year-old therapist probably would not be successful. Matching the employee with suitable counselors is a little like a dating service. Having good counselors and therapists who are able to work with all types of people helps make the matching easier.

Some EAPs decide which counselor would be the best one and make the first appointment. Since school districts are public institutions, the EAP must be careful to appear not to favor any one person or group. Therefore, it is better to give the referred employee two or three names of appropriate providers, tell the employee about each one, and then let the employee make the final choice. Unless the employee is under tremendous strain or in crisis, he/she should be able to follow-through on his/her own. It may be that a particular therapist seems to be the very best choice for an employee. The EAP could give only that name, but it is better to offer several others, after explaining why the one seems to be the best.

It is important that the troubled employee be given as much support as possible for staying in control of his/her life. Encouraging the employee to make his/her own decision on whom to see and when gives positive reinforcement to his/her request for help. Some employees may never follow-through to make an appointment for counseling. That is their choice. They are employed adults and the EAP cannot force them to get help. Even if they are supervisory referrals with job problems, only their job performance should be documented, not whether they followed-through with the EAP referral.

The EAP can help referred employees follow-through in getting further help by explaining what they can expect from counseling or therapy. Most providers will have an answering service; some may have a receptionist or a tape machine. The employee will have to leave a phone number where he/she can be called back by the therapist. Most therapists believe that their clients must feel comfortable with them, so they do not mind potential clients interviewing them on the phone. The EAP can encourage employees to tell the therapist a little about their problem when they tele-

phone for an appointment. If they feel good about the therapist's response, they can make an appointment; if not, they can tell the therapist that they are not sure what they want to do and hang up. The title "Therapist" or "Counselor" does not convey magical power and no one therapist or counselor can help everyone.

The EAP can also help the referred employees know what to expect when they meet the therapist for the first time. If the EAP has visited the office of the therapist, he/she can tell the employee how to get there, where to park, what the office is like, and any other helpful information. Many employees will expect the therapist to use the "medical model" to help them—that is, they will tell the "doctor" what their symptoms or problems are and the doctor will tell them exactly what to do to be cured. The newspaper advice columnists and radio talk show psychologists have helped perpetuate this concept; therefore, the EAP may need to explain the therapeutic process. Most referred employee problems are situational and they will respond quickly to treatment. However, the therapist will usually not tell them exactly what to do, much less cure them, and the employees should understand this before they start their sessions. Otherwise they may become very frustrated when the therapist mostly listens and offers little or no advice on how to solve the problem immediately.

Employees can also be encouraged by the EAP to be honest with the therapist if they are frustrated or unhappy with the help they are receiving. Although the therapist should be able to sense any frustration, the employee may not be willing to disagree with the "expert" and the situation can get worse. Follow-up calls by the EAP may detect this situation or may even give the employees an opening to ask questions that they hesitate to ask the therapist and thereby to clarify misinformation.

FOLLOW-UP AFTER A REFERRAL

Appropriate follow-up is very important after the EAP counselor has made an assessment and referral. For some, a short phone call asking how things are going may be enough. Others may need consistent contact for months, especially if there was a job performance problem. In this situation, follow-up may be needed with the supervisor also. The EAP should stay in touch until job performance appears to be adequate.

Follow-up can be touchy when a grievance is involved. The EAP must preserve suitable involvement with the referred employee and at the same time must maintain appropriate confidentiality. It is even possible that the EAP would be working with persons on both sides of a grievance. The need for keeping the EAP out of the grievance process or testimony is imperative and should be so declared in the policy statement. Not all employees who receive EAP help will be able to maintain adequate job performance and therefore may be fired or asked to resign. The EAP may want to help them through this difficult time and may even help them find another job or offer some career counseling. This type of follow-up may or may not be deemed appropriate by the district.

FINDING AND ASSESSING GOOD RESOURCES

It is imperative for an EAP to have good, qualified therapists and counselors. An in-house EAP can use any resources available in the community. Some contract EAPs use only their own therapists, but usually they will refer to other resources, when appropriate. In order to assess the quality of potential providers, the EAP must

have some background in clinical diagnosis and assessment, understand the difference in training and expertise among social workers, psychologists, psychiatrists, and other types of therapists and counselors. State laws usually govern licensing, accreditation, and third-party payment by insurance. The district insurance coverage may limit the kind of help employees can get for psychiatric, emotional, or mental problems. Usually insurance will cover treatment by psychiatrists, but often it will not cover help from other types of therapists. Marriage counseling usually is not included. The EAP must be familiar with all limitations of the policy and may need to be pro-active in making appropriate changes.

When assessing a potential provider, the EAP should meet with him/her face-to-face, preferably in his/her office. Seeing the therapist in his/her own environment helps give a better picture of who he/she is as a person, as well as a therapist. Is the office friendly or cold? Is it too sparse or too clutterd? Is it appropriately decorated? Is it large enough to feel comfortable for one client as well as for a family or group? Where does the therapist sit? The EAP can assess all of these things during the interview. If the EAP feels uncomfortable, the troubled employee probably will feel very uncomfortable.

In the interview, the EAP should inform the therapist about the district program and how it works. The practice of the therapist, especially in regard to confidentiality, must be made clear. For example, if the therapist learns that an employee is a child abuser, must the therapist tell the EAP as well as the required legal authorities? The same question comes up in regard to potential suicide or homicide, and could also be a problem concerning criminal activity. The EAP should also discuss what information the therapist could expect the EAP to provide about referred clients. Will the EAP get a release of information or is that the responsibility of the therapist if the therapist wants information about the troubled employee? If the employee is having job performance problems, what are the district's expectations of the counseling and what information will the district want from the therapist? Will the EAP share information about the district or a particular job that does not directly relate to the employee the therapist is seeing?

When assessing the therapist, the EAP should know what kind of information is needed. Having a form to fill out during the interview is helpful. Questions on the form can include the training, degrees, and job experience of the therapist as well as what types of problems the therapist prefers or does not like to work with. No therapist is able to treat all types of problems equally well. Alcohol, cocaine, and other drug abuse problems are a specialty, as are the treatment of children, teenagers, the elderly, and families. The EAP should also ask if the therapist is licensed, can receive third-party payment, has a psychiatrist for supervision or consultation, has hospitalization privileges, uses a specific technique or therapy, has evening or Saturday appointments, has a definite fee schedule per session or charges on a sliding scale, and has a weekly or monthly billing or another type of payment plan. It is best for the EAP not to refer employees to any provider he/she has not interviewed in person. There are some exceptions because of emergency situations or particular requests or unusual needs, but the EAP should follow-up to see if these referrals were satisfactory.

Although all district employees are working, some may have problems paying for therapy. The EAP must be sensitive to this issue and discuss it with employees tactfully. Part-time employees may not have health insurance and troubled employees may have poor money-management skills. Many public agencies such as mental health or social service, may provide help on a sliding scale. Some private therapists may reduce rates in these cases. The EAP should know what help is available at

reduced costs and coach employees on how to discuss costs with the therapist.

Obtaining resources in addition to therapists is also necessary. As previously stated, these resources can range from financial to legal, medical, child care, and support groups. Newspapers, the telephone book yellow pages, other EAPs, therapists, social service agencies, and mental health centers are all sources. Each community has unique resources and needs, and the EAP must be creative in finding them.

In large cities, there may be a chapter of an association called ALMACA (Association of Labor-Management Administrators and Consultants on Alcoholism). This is the largest official EAP organization and provides a network of national and local groups for the profession. There is also a new organization, EASNA (Employee Assistance Society of North America). It does not have local chapters. Both organizations have monthly newsletters and yearly national conventions.

REFERRALS FOR ALCOHOLISM

EAP's roots are in treatment for alcoholism and because alcohol abuse has been a major problem for many oganizations, an EAP must have some background in alcoholism assessment, treatment, confrontation, and follow-up. There is some disagreement as to the best method for treating alcoholism; therefore, the EAP must have appropriate training and must institute procedures that support the district policies for employees on substance abuse. The traditional confrontation methods may not be effective with some employees, especially self-referrals. Adequate follow-up and aftercare is a necessity for most employees to maintain their sobriety, and the EAP is the key to this. If the employee gives permission, the EAP can work with his/her coworkers and supervisors on what the employee needs from them to remain sober. The EAP can also offer education to the co-workers on alcoholism, co-dependency and other related issues. The EAP may want to start support groups for employees who have undergone treatment for alcoholism. Some private businesses require their employees to attend such groups.

Treatment for other drugs is similar to that for alcohol. However, since many of the other drugs are illegal, the EAP may find obtaining suitable help and doing follow-up need to be handled differently. The district may have policies for employees about illegal drug use and the EAP will have to work out how their help fits in with these policies. Confidentiality issues are especially difficult in this situation.

Use of alcohol or other drugs on the job can be cause for dismissal. Being impaired on the job because of drug use also can result in termination. The EAP must work within district policy on these issues, but may be able to have the district agree to let an employee receive treatment on a first offense, especially if his/her work performance has been good up to that time. The work status can be reevaluated at the end of treatment and a written agreement worked out as to what the district expects from the employee and what the employee needs from the district in order to perform his/her job well. The EAP would then be responsible to see that both sides followed-through on the agreement, as well as to give support to the employee as he/she returns to the job.

One aid for the EAP in this area, especially if the EAP does not have a strong background in alcoholism or other substance abuse, is to form a support group of recovering employees. This group can not only help each other to maintain their sobriety, but can also support the EAP when an employee comes in needing treatment, or

has questions or concerns about getting help. The support group can be there for employees both during and after treatment. It is best to use them only for support, and not as a confrontation group to convince employees to get treatment. That could cause some problems with confidentiality and inappropriate intervention by peers. When a support group is set up and used with employees, confidentiality must be maintained appropriately. Sometimes phone calls using only first names work best at first until confidence is established. Then face-to-face meetings or group meetings can be arranged. If a support group cannot be established, the EAP can ask individual recovering employees to work with abusing employees, either on the phone or in person. This peer help can be the most effective support the EAP can offer an alcoholic or substance-abusing employee.

The EAP should keep up-to-date on the various treatment programs available since there can be many changes in a short period of time. Programs can include the following:

1. inpatient hospital (the most expensive and best for employees with medical problems);

2. inpatient free-standing clinics (treatment is similar to hospitals but is less expensive);

3. intensive outpatient (usually four to five nights a week for four to six weeks with two to five months of after-care groups and counseling for one to two nights a week);

4. outpatient therapy and/or education (individual and/or group work for one to two sessions a week);

5. AA (Alcoholics Anonymous) free support groups for recovering alcoholics.

The above are listed in descending order of cost. Some employees need inpatient hospital care to recover. Others do well with one session a week with a therapist. The EAP, in conjunction with the employee and perhaps his/her supervisor or family will have to make the decision on what treatment is best. Insurance coverage may also be a major factor in this decision-making process. The threat of job loss is the best motivation available for some employees with substance-abuse problems. This threat should be used judiciously and wisely by the EAP and the district. However, the alcoholic employee does need help and if he/she can achieve sobriety, the result should be a productive worker as well as a happier human being.

The EAP can also assist employees who are arrested for drinking and driving. State laws dictate the treatment and punishment they will receive. Informing employees of the consequences of these arrests may help to deter them from drinking and driving. Employees who must drive on the job are a target group for such information. Usually, bus drivers who lose their licenses will not have a job. The EAP may be able to help them to transfer to another job in the district or to find other work.

Many districts are setting up policies concerning illegal drug use or the termination of those arrested for drunk driving. Urine screening and blood tests are a controversial issue. Laws and policies are just now being formed as to whether all employees have to be treated in the same way on these issues or whether a certain group can be singled out. The EAP should have up-to-date information on all sides of these issues and can be a resource for those who make these decisions.

MARKETING AND PUBLICITY

Informing all district employees about the EAP and how to use it should be done at least once a year after the initial presentation. The best methods are (1) an in-person presentation to all employees in their work groups, schools, or departments, and (2) mailing information to the home so that it can be seen by dependents. The next best methods are (1) presentations to principals, administrators, and supervisors who then can present the information to employees under them, and (2) sending the information through the district mail system. Other types of publicity can include posters, information on bulletin boards, newsletter and newspaper articles, written announcements, and district-wide presentations. All supervisors should be given training on how to use the EAP for troubled employees, especially those with work performance problems. This can often be part of the training already being done for all managers and administrators.

Once the program is established, short presentations and yearly mailings of a brochure and posters may be enough to keep employees aware of the program. New teachers and employees should be given special in-services, as should new supervisors. Posters in lavatories can be very effective, as can be calling cards with a brief explanation of EAP services on the back. Representatives of the various associations/unions may want special training on how to refer their co-workers. Presentations to school counselors, psychologists, and social workers on all the EAP services as well as how they can be helpful to employees with problems are important in getting them to support the service, rather than to feel it competes with them. The EAP can also share its community resources with them so that they can refer students appropriately.

It may be advisable to inform the school district community about the program through newspaper articles and presentations. Any groups with influence on the district budget or programs should be targeted.

Community agencies who serve district employees should also be informed that the EAP exists. These include mental health or social service agencies, the police and fire departments, hospitals, and service and charitable organizations. Doctors, lawyers, and other professionals could also be informed, depending on how large the community is. Having these community groups work with the EAP on district employees' problems can benefit all the organizations, as well as the employees.

An indirect method of publicizing the EAP is to have the EAP personnel give programs and workshops or classes on other topics such as stress management, communication skills, alcoholism, or other addictions. This gives the employees a chance to see the EAP in a nonthreatening situation, and if the employees later have problems for which they want help, they may not be so hesitant to ask for it. This also allows the EAP to not have the reputation of being only problem-oriented. District employees will not wonder about who has a problem when they see the EAP personnel come to their school or department.

Giving presentations on the EAP or on other topics to parent groups or community groups can also help reduce the problem-only orientation of the EAP. It also gives the EAP the opportunity to find out how much support the program has in the community. If the EAP can extend its referral services or resource information to parents and community members, it may gain even more support.

Marketing the program well is necessary for the program to work and to be utilized, as well as to gain the support it needs to enable it to continue and to grow.

Chapter 4

Issues

CLIENT POPULATION

Throughout this monograph, the primary client discussed is the district employee. However, the services of the EAP can be extended to employees' families, to retired employees, and even to parents and students in the district. The client population limits should be defined and published. Studies of insurance claims files show that dependents, and not the employees, are the more expensive users. For example, in Colorado the cost of inpatient alcohol treatment in a free-standing clinic is at least $5,000 for adults and $12,000 for adolescents. Actually, since many employees' personal problems have to do with their families, it is difficult to refuse services to the families.

Retirees may ask for EAP help, especially in regard to finding appropriate housing, nursing-home care, or counseling. Usually they can follow-through on the referrals given. Limits may need to be set on helping students and their parents. There could be some liability problems if the recommended help is not appreciated by the parents. The parents may also expect the district to pay for treatment that is recommended by district personnel, including the EAP. However, successful referrals for students can become a great public relations service for the EAP in the community.

At the beginning, the percentage of classified employees who use the EAP may be bigger than their percentage in the district. Classified supervisors may be more willing to refer those under them, especially if they receive training in how to do so. Classified employees may also have fewer resources available than do those who are certificated. It may also take longer for certificated employees to trust the program and believe its services are helpful as well as confidential. Self-referrals who do come in before there is a job performance problem eventually should become the largest category of users if the program is successful and effective.

Administrators are probably the group that will use EAP services least. They may be reluctant to admit to another district employee, if the EAP is in-house, that they have personal problems. They may be afraid that they will meet other district employees at the contract agency. They also may have resources other than the EAP for getting help. Universities have found that peer intervention works best for professors and this may also be true for school administrators. Many have very little supervision from their superiors and those under them may hesitate to approach them when their work is affected by personal problems. The EAP can encourage peer support and intervention for administrators, but it may be a long while before many administrators use the service for their own problems.

On the other hand, administrators and supervisors will probably refer many employees under them, especially at first. As the program becomes better known, there should be more and more self-referrals. The firt six months may see many supervisor referrals for severe problems, especially alcoholism. Those employees who are borderline on job performance because of personal problems will be sent in quickly. There should be some dramatic changes and successes with these; others eventually will be fired. The number of these chronic, long-term, severe problems referred to the EAP should level off by the second year.

EAPs AND WELLNESS PROGRAMS

The Broad Brush EAP has fewer limitations and guidelines on what it can and cannot do than the earlier alcohol-only EAPs. Therefore, the school district EAP has to set its own limits and priorities. Some districts may want to include wellness programs as well as, or instead of, EAPs. The two programs are compatible but are very different in their goals and target populations.

The literature discusses primary, secondary, and tertiary prevention in regard to EAPs (4, p. 10). Tertiary prevention is the treatment of an existing problem, hoping to reduce its severity in rehabilitation. It is used with individuals who have the problem, usually in its later stages. Secondary prevention is used with the individual when the problem is in its early stages. This includes crisis intervention, early identification, and confrontation to reduce the severity, duration and prevalence of the problem. The employee may have some job performance problems but probably will not be in job jeopardy. This is the area where the EAP help is unique and most effective.

Primary prevention uses education and information to try to keep potential problems from arising in the at-risk population. This is the area where the wellness programs work best, although EAPs can be of some service. Wellness programs hope to keep all employees functioning at high levels on the job by helping them with their physical health. EAPs try to help employees who do have problems maintain or get back to high performance levels by helping them resolve their problems. These include mental and physical problems.

A perusal of district health insurance claims will usually show that about 10 percent of the employees have about 80 percent of the medical insurance claims. Many physical illnesses have emotional or mental problems, such as stress, conflict, or frustration, underlying them. If patients can get help with their emotional or psychological problems, the physical problems, and therefore the medical claims, should be reduced. This is the area in which the EAP has the expertise and skills. The EAP can help identify those with problems and it can help them find ways to resolve the problems. No other person or department is set up to do this.

Wellness programs are not immediately cost effective and cannot easily show that they benefit the organization. Having healthier bodies because of better exercise and nutrition may not be evidenced instantly in job performance. It may take ten years before the organization can see actual changes. However, wellness programs can help the morale and the work climate fairly quickly. Perhaps the best comparison is how a school responds when it has a winning football or basketball team. Morale is high and people feel positively toward the whole school. Wellness programs can make employees feel good about the district through intramural competitions, organized district-wide events, classes, and programs. Every employee in the district can participate in something. Wellness programs try to attract employees who are aware that they should be exercising or dieting, giving up smoking, playing a sport, learning a new skill, or reducing their stress levels, by making such programs easily accessible.

THE EAP AND THE ORGANIZATION

School district EAPs will usually be part of the personnel department. There should be an administrator who is in charge, sets up the budget and coordinates the organizational aspects of the program. If the district has a contract service with an outside provider, this administrator can be the liaison with the provider. If the EAP

is in-house, this administrator may do the assessment and referral to outside providers or there may be another person who does this. Being competent to do assessment requires a knowledge of psychological problems, their symptoms and treatment; counseling skills; crisis intervention skills, and referral skills. The two national EAP organizations (ALMACA and EASNA) are presently working on what skills are needed to become an EAP administrator and/or counselor and on accreditation or certification for each. Knowledge of psychology, counseling, organizational development, managerial skills, and consultation skills probably will all be included.

The EAP administrator should rank as high as possible in the district organizational charts in order to ensure credibility and to guarantee the confidentiality aspects of the program. Employees who rank higher than the EAP may hesitate to share their personal problems and needs with anyone ranking below them. The more organizational support the EAP receives, the more effective the program will be in reaching and helping employees.

Since every district employee is a potential client, the EAP cannot appear to favor any one group or level of employees. The various representative associations or unions must give their support in order for the employees to want to use the EAP services.

The location of the EAP office can impact on the employees' perception of the confidentiality of their problems as well as on the credibility of the program. If employees have to walk through the administrative offices to see the EAP, there is obviously no way to keep their visit confidential. If there is an outside entrance, or if the office can be located away from the main offices, or if the EAP will meet employees elsewhere, then confidentiality can be assured.

Having the EAP report directly to the superintendent or to a high-ranking official helps to enhance the credibility of the program. However, it should be clear that inappropriate or confidential information is not ever to be shared with that administrator.

The philosophy behind an EAP assumes that an employee with personal problems that are affecting job performance is the one who needs help. However, it may be that the district, the system, the job itself, or the supervisor is the one with a problem. The employee's poor job performance may be a reasonable response to a difficult situation on the job. For instance, a maintenance worker or custodian could be a single parent who is having child care problems that make him/her late. On the job, he/she is making mistakes and not performing up to standards. The supervisor assumes that his/her personal problems are the reasons for the job problems. However, on looking into the situation, the EAP discovers that the employee has been assigned work for which he/she has received no training and is not sure how to do it. Because he/she is in trouble for being late, the employee is afraid to ask for training and help. The employee may also be physically unable to do the work, but again may be afraid to say so for fear of being fired.

One of the most difficult areas to deal with here would be harassment. The supervisor may not see his/her actions as harassment, but the employee feels humiliated, discriminated against, or discounted. Again, the employee may be hesitant to file a grievance or to tell anyone about the job problems.

In these situations, the EAP can try to change the organization, work with the supervisors, help the employee to accept the situation, or implement any of a dozen other options. No organization is perfect, least of all a school district, but changing a system or the representative of the system may be difficult. An in-house EAP may find organizational intervention easier than would a contract service EAP. The latter may try to work with a supervisor but not with the system itself.

RECORD KEEPING

Federal and state laws, district policies, and personal preferences will determine how and where records and files are kept for employees who use the EAP. Most EAPs will not have immunity in the courts, unless they are a licensed psychologist, social worker, or psychiatrist. Since the policy statement should say that EAP information, including records, cannot be used in grievances and cannot be seen by anyone else, the information should be kept so it is useful to the EAP personnel. It can be in narrative form, in a checklist with brief comments, or both. Since many of the cases will consist of an initial diagnostic session or phone call, plus follow-up by phone, the information noted can be brief. Employees' records with job jeopardy problems, substance-abuse problems, severe emotional psychiatric problems, or with grievance situations will need more extensive notes and facts. The EAP should be careful not to write inappropriate judgments or diagnosis in the notes, in the event that they are subpoenaed by a court. Stating behavior only and focusing on observable facts are best.

All information should be kept in locked files. How to organize the records is determined by how they will be used. There should be some way to determine quickly if an employee has ever used the services. A card file with name, department or school, and the date of referral may suffice. If statistics are kept on the demographics of who uses the program, for what purpose, and the outcome, a system needs to be worked out to do this. It could be a check sheet or a computerized data system. If there is more than one person in the EAP, they should be able to understand each other's records. After working with several hundred employees, the EAP personnel probably cannot remember the names and relevant data on each one. The simpler the records and the data-keeping system, the more likely it is that the information will be kept up-to-date.

LEGAL ISSUES

Although the goal of an EAP is to help employees to be the best workers possible, there are some legal concerns and issues that should be addressed. The program must comply with local, state, and federal laws, and guidelines on confidentiality of information. Usually child abuse and harm to self or others cannot be kept confidential. Therefore, guidelines must be worked out as to how these behaviors would be handled and reported if they come to the attention of the EAP personnel.

An employee may tell his/her therapist of illegal activity. Does the therapist have to inform the EAP and/or the school district? Some behaviors may be against school district policy but not against the law. For example, a maintenance worker could be taking district equipment for personal use. Informing his/her supervisors could mean termination, but not informing them could appear to condone this practice by the therapist, and even by the EAP.

The EAP personnel must have guidelines for these situations, and must have some way to inform employees about information that cannot be kept confidential. If an employee is reported and has to face investigation and even discipline or termination, the EAP can offer support throughout the process. A child abuser does need help and it is appropriate for the EAP to be there to support him/her.

The use of illegal drugs can pose a special problem for an EAP. The use of such drugs is no doubt against district unwritten, if not written, policy. Districts may even do urine screenings for employees who operate equipment or drive district vehicles.

Again, the EAP needs clear guidelines on how to handle a referred employee who is using illegal drugs or abusing legal drugs such as alcohol, especially if it is a self-referral without a job performance problem. There may be some obligation to be certain that the employee does nothing that will harm anyone. For example, a bus driver who smokes marijuana every day during lunch hour could have an accident because of the use of an illegal drug. If this driver comes to the EAP for help to stop this use, should the EAP be sure the driver does not go to work until he/she is off the drug?

Whether the EAP is in-house who refers to community resources, or is a contract service, the help provided is sanctioned by the district. What if the therapy is not effective in the opinion of the employee? What if the therapist suggests something against the employee's moral or ethical code? Can the district be held liable? What if an employee is terminated, even though he/she followed-through on everything the EAP counselor and/or outside therapist suggested? What if the therapy makes the employee's job performance worse, even temporarily? What if the demands being put on the employee are unreasonable in the opinion of the EAP and/or therapist?

There are no easy answers to all of these questions. In fact, more questions that need answers may continually be raised. Although this can be frustrating, it means the program is viable, active, alive, and involved. However the EAP cannot be expected to solve all personal and professional problems. It is only one tool, one process among many available to employees.

To be sure that the EAP is not misused by employees with problems, by supervisors who refer troubled employees, or by the administration of the district, the EAP policies must state the limits, guidelines, and procedures of the program. The agreed-upon policies on confidentiality cannot be breached by anyone. If the policy statement is clear about the purpose and processes of the EAP, then it will be clear that it is there to help employees, not to spy on them or to cause them additional problems. Without such a policy statement, the EAP could be misused and become a liability to the district and its employees.

SMALL DISTRICT EAPs

Small school districts may not have the resources to establish an EAP easily. However, there are several possibilities that are cost effective. As previously mentioned, one person could be hired to administer a wellness program and an EAP. The local mental health center may be willing to provide a contract at reduced rates. A therapy group may be willing to give counseling at reduced rates in exchange for having the district advertise its services. In these two arrangements, the employees would call the mental health center or therapy group directly and the district would pay them nothing. The employees' health insurance would cover some or all of the costs. A district could also set up a consortium with the city or county governments and have an in-house or contract EAP that served all of their employees. Several adjoining school districts could also join together in a similar arrangement. If the EAP had an in-house counselor who offered three to five free sessions, the number of insurance claims may be reduced enough to make it cost effective.

It is possible for a district to have the EAP administrator/counselor take on other responsibilities, but they must not conflict with the EAP guidelines. The confidentiality requirements of the EAP may make this difficult. Information learned as the EAP cannot be used in personnel matters or in any other way without the employ-

ee's permission. As discussed in Chapter 2, a district could use a school psychologist or social worker for EAP counseling. It might be possible to have them administer the EAP and perform the assessments and referrals. However, the problems of confidentiality and conflict of interest are great.

By looking creatively at the resources in the community and district as well as at the needs of the district and its employees, the district officials can develop an effective EAP that will fit into the budget.

HIRING AN EAP COUNSELOR/ ADMINISTRATOR/COORDINATOR

There are no national or professional credentials, standards, or licensure for EAP counselors, administrators, or coordinators. However, ALMACA (the Association of Labor-Management Administrators and Consultants on Alcoholism) is working on a process for accreditation that should be in effect in 1987. Information on this process is available through ALMACA and its newsletter. (See the Bibliography for the address.)

An EAP should have competencies in the business, clinical, and alcoholism/ substance-abuse fields. There is disagreement on what their training and expertise should be (see 4 and 14). Each business, organization, or school district has to decide what it wants its EAP to be and to accomplish, and then it should hire the best person(s) available to accomplish its goals.

For a school district, it is best that the EAP have some experience in education. If the program is an in-house one, the district could hire someone who is already in its employ, perhaps a school counselor, psychologist, or social worker. He/She would know the district, its needs, problems, and strengths. He/She may also be well-known, and if his/her credibility is good, it will make it easier to publicize and market the program. Employees will also feel more comfortable getting help from someone they know they can trust. However, if this present employee has had any negative experiences with anyone in the district, it could be a problem. Employees may question his/her neutrality and some of his/her personal and professional relationships could interfere with the effectiveness and credibility of the EAP.

If the district has a contract service, it would be good to have at least one person in the service with some experience in schools. Since many school psychologists, social workers, and counselors do go into private practice, it may be possible to have a contract service with a school background. One caution, however, is very important. It is best not to use any therapists who are currently employed by the school district. The potential conflict of interest and problems with confidentiality are too great. This is true of both a contract service of individual and private therapists (see Chapter 2).

Chapter 5

EVALUATION METHODS

There are several methods by which an EAP can be evaluated. Noting data such as sex, age, the number of years in the district, department, school, or specific job, the EAP can see which district personnel are/are not using the services. These data can be compared to the data on all district personnel to see if the program needs to target certain groups more. Data can also be kept on the number of supervisors, self- and peer referrals, the various types of problems given as the presenting problems, whether the employee gets further help, what type of help that is, and which supervisors refer employees or use the EAP as a consultant. All of these data can give valuable information to the EAP on how well the program is working in various areas (2, 3, 9, 15, 18, 20).

Measuring the effectiveness of the EAP in a school district is very difficult. There is no product whereby increased or decreased production can be measured. Salaries usually are based on years of service and education, not on merit or commendations. (Some classified employees may receive merit raises.) Two measures often used in private business are absenteeism and job performance evaluations. These can be used for school district employees, but only with caution.

Job evaluations in personnel files may give useful information on an employee who used the EAP services. However, they may not have been written at the right times to assess differences before and after the referral to the EAP. Since self-referrals are confidential, the EAP cannot ask their supervisors to fill out special evaluation forms. This could be done for supervisory referrals but may give the appearance that supervisory referrals also mean job performance evaluations for employee's with problems. Supervisors may not want the extra paperwork and, therefore, may not make the referral.

Collecting absenteeism data may work, although most districts do not keep track of specific reasons for their employees' absence. Just knowing the number of days absent for a specific period before and after the referral to the EAP may be somewhat helpful in finding out whether employees correct their attendance problems. However, there may be many other reasons for reduction of absentee days and these should be taken into account.

Absenteemism and job performance evaluations probably work best in measuring change for employees with severe problems such as substance abuse, alcoholism, or psychological breakdowns. Most employees will probably not show a lot of change in their behavior on the job, unless there are job jeopardy problems.

There are several methods used in private industry to show cost effectiveness of EAPs (2, 10, 18). They involve cálculating the amount of money saved by not having to fire a troubled employee and not having to train a new employee, through production costs, wages, and other such quantitative measures. Sometimes they include lost supervisory time, insurance and medical claim costs, and lost production. School districts cannot use these formulas or measures easily. Schools do not produce a product that gives quantitative measures to show that employees are more or less productive before and after an EAP referral. Few districts have a way to mea-

sure training costs, supervisory time costs, or medical insurance claims for individual employees. Therefore, proving that an EAP is cost effective is more difficult for a school district than for private industry.

If a district does want to show cost benefits of the EAP, it will be necessary to keep data on insurance claims for psychiatric and mental health problems as well as for physical problems; on absenteeism; and perhaps on supervisory time spent on problem employees including grievances, firing, and documentation of employee problems. It will take at least five years to show trends or actual cost in a verifiable way (16).

Although it may be difficult to prove that an EAP can save money for the district, it should be easy to show the saving of human resources (7). Confidential survey evaluations of all supervisors and employees who used the EAP services can validate the strengths and point out the weakness of the program. A reduction of grievances, firings, and terminations in departments or schools who use the EAP may show the effectiveness of the program. The testimony of a supervisor who had an employee with a severe problem or an employee in crisis who used the EAP can show the effectiveness of the services dramatically. School districts want to help their students reach their potential and become productive citizens; they owe the same to their employees.

Chapter 6

Suggested Steps to Develop and Implement a School District EAP

I. Lay the groundwork.

   A. Do a needs analysis and determine whether employees are interested in and would use an EAP.

   B. Talk to superintendent, school board, personnel director, and association/union officers to see whether they would support an EAP.

   C. The NEA recommends that an EAP be the product of collective bargaining.

Steps II to V are not separate and discrete from each other. Each influences and is influenced by the others, and all may be in process at the same time.

II. Write an outline of program goals, objectives, policy statements, structure, and time lines.

III. Present outlines to superintendent, school board, and any other appropriate district officials to get their input and support.

IV. Present proposal to all employee association/unions and get their support and ideas. (Continue to work with them and school officials throughout the process.)

V. Determine the best model and establish processes to implement it.

   A. To determine the best model:
      1. Assess district resources—financial and human.
      2. Assess community resources, including contract EAP services.
      3. Assess goals of EAP and needs of district employees.

   B. To implement a contract service EAP:
      1. Interview providers and assess all contract proposals according to what they will offer, at what cost, as compared to what the district wants.
      2. Hire a contract service and monitor their services.

   C. To implement an in-house EAP:
      1. Interview and hire administrator* and/or counselor for program.
      2. The EAP will obtain community resources, providers, set up record-keeping system, evaluation procedures, and publicity for the program.

VI. Evaluate the EAP regularly.

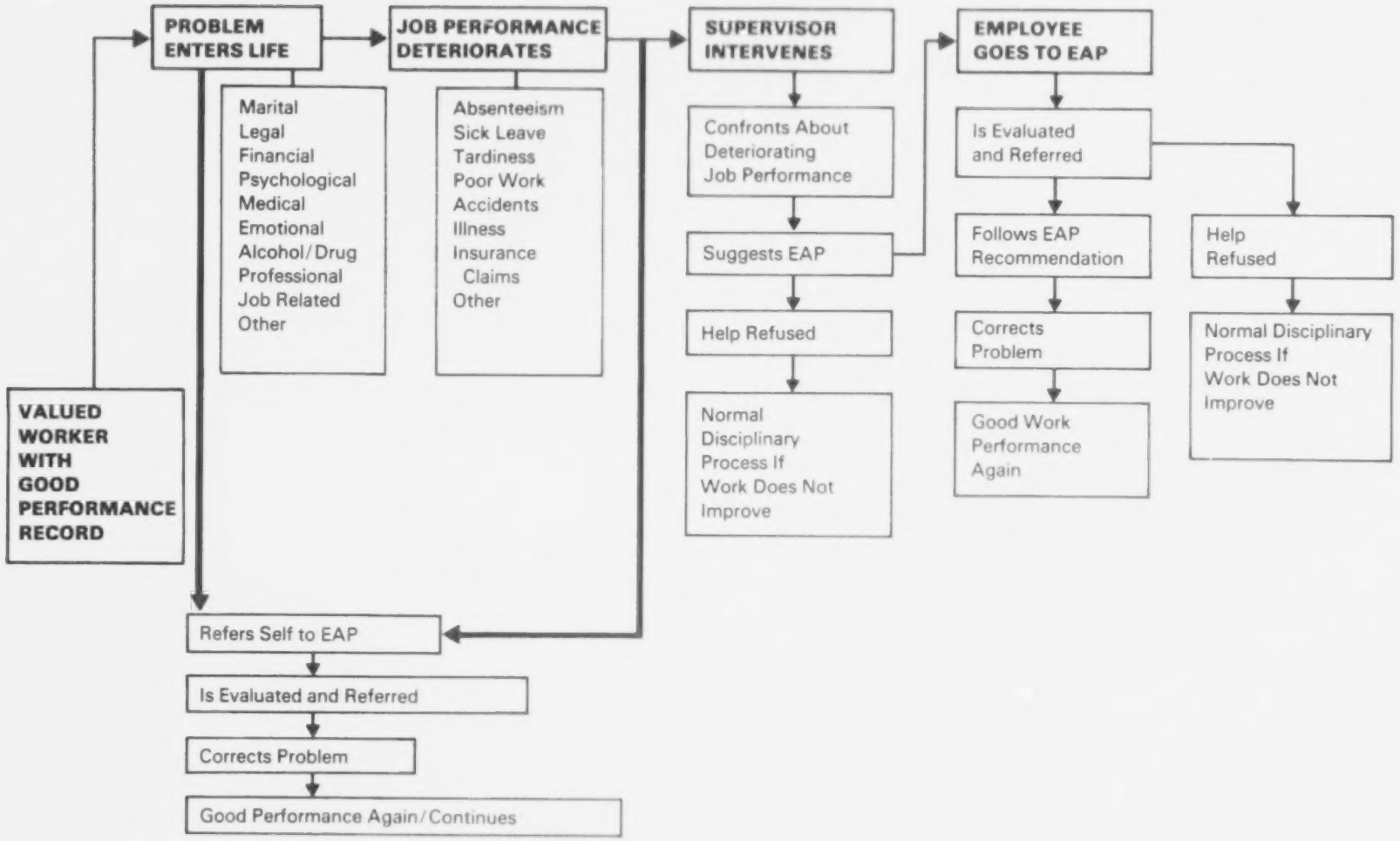
   A. The EAP should provide statistics as to who is utilizing the services.

   B. The EAP can perform survey evaluations of referred employees and supervisors to see how satisfied they are with the services.

**Note:* The EAP administrator may be someone already in the district who just adds this program to his/her duties.

Appendix

THE EMPLOYEE ASSISTANCE PROGRAM REFERRAL PROCESS



INFORMATION ON THERAPIST

_____
Interview Date

Name _____ Title _____ Phone _____

Certification/Licensure _____

Address of Office(s) _____

_____

Answering Service _____ Receptionist _____ Phone Tape _____

Consulting Psychiatrist/M.D. _____

Training—Degrees _____

Universities _____

Experience _____

_____

Specialized Training/Techniques _____

_____

Types of Problems/Clients	Prefers	Does Not Work With	Types of Problems/Clients	Prefers	Does Not Work With
Individual	_____	_____	Male	_____	_____
Couple	_____	_____	Female	_____	_____
Family	_____	_____	Short term	_____	_____
Adult	_____	_____	Long term	_____	_____
Elderly	_____	_____	Alcohol	_____	_____
Adolescent (ages)	_____	_____	Drug Abuse	_____	_____
Child (ages)	_____	_____	Cocaine	_____	_____

Other _____

_____

Costs $_____ for _____ minutes

Billing system _____

Sliding Scale _____ Payment Plans _____

Appointment Times _____ Evenings _____ Saturdays _____

Notes: _____

_____

_____

_____

_____

_____

SUPERVISOR EVALUATION

In order to ensure that the EAP provides the best service possible, I am asking supervisors who have referred employees to the program to fill out an evaluation form. You do not need to sign your name.

I appreciate your using the EAP services and look forward to receiving your comments.

Thank you

Please answer the following questions on a 1 to 5 scale. Please feel free to comment on any items.

1 = poor 2 = fair 3 = average 4 = good 5 = excellent

1. How helpful was the service you received from the EAP? 1 2 3 4 5

2. How was the follow-up given to you by the EAP administrator? 1 2 3 4 5

3. Was the Program administrator
   a. helpful? 1 2 3 4 5
   b. readily available? 1 2 3 4 5
   c. knowledgeable? 1 2 3 4 5
   d. willing to consult with you? 1 2 3 4 5

4. How would you rate the help that the referred employee(s) received? 1 2 3 4 5

5. Did the referred employee's (s') work performance improve? _____ yes _____ no

6. Would you refer other employees to the EAP? _____ yes _____ no

7. Would you use this service yourself if you needed help? _____ yes _____ no
   If no, please explain.

   _____

   _____

8. What suggestions do you have that would make the EAP better?

   _____

   _____

   _____

PLEASE RETURN THIS TO THE EAP AS SOON AS POSSIBLE.

EMPLOYEE EVALUATION

In order to ensure that the EAP provides the best services possible, I am asking everyone who has used the program to fill out an evaluation form. You do not need to sign your name.

I appreciate your using the EAP services and look forward to receiving your comments.

Thank you

---

1. How did you learn about the EAP?
   _____ a. from your supervisor
   _____ b. from the brochure
   _____ c. from another employee
   _____ d. from The Good Life—the Wellness newsletter
   _____ e. other, please explain _____

2. Was the problem for which you wanted help
   _____ a. personal?
   _____ b. job related?
   _____ c. other?

Please answer the following questions on a 1 to 5 scale with:

1 = poor **2 = fair** **3 = average** **4 = good** **5 = excellent**

3. Was the Program administrator
   a. helpful? 1 2 3 4 5
   b. readily available? 1 2 3 4 5
   c. knowledgeable? 1 2 3 4 5
   d. willing to work with you? 1 2 3 4 5

4. How would you rate the service you received? 1 2 3 4 5

5. If you asked for a referral for help, how good was the therapist/treatment? 1 2 3 4 5

   Where did you get help? _____

   For how long have you received help? _____

6. How would you rate the EAP overall? 1 2 3 4 5

7. Was confidentiality maintained? _____ yes _____ no

Continued

8. Would you use this service again if the need arose? _____ yes _____ no

9. Would you refer someone else to the EAP? _____ yes _____ no

10. Was the follow-up by the EAP on your situation adequate? _____ yes _____ no

11. What suggestions do you have that would make the EAP better?

_____

_____

_____

_____

_____

PLEASE RETURN THIS TO THE EAP AS SOON AS POSSIBLE.

STAFF COUNSELING
(Employee Assistance Program)

Most human problems can be successfully treated, provided they are identified in the early stage and referred to an appropriate type of care. The cause of these problems may stem from substance abuse, emotional, or family concerns. The purpose of the Employee Assistance Program (EAP) is to offer a method for identification and referral so that District employees and their families can take constructive action in dealing with personal problems.

General Guidelines

1. Program participation is voluntary and confidential. Whether the employee enters the program voluntarily or by referral, all matters will be conducted on a strictly confidential and humane basis. The employee may enter the program through self-referral or supervisory referral.
2. Employees who have a problem are encouraged to seek counseling and information on a voluntary basis by contacting the designated EAP Coordinator.
3. No documentation regarding the employee's participation in the EAP program will become part of the employee's personnel file, and at no time shall the District discriminate against any employee in terms of job security or promotional considerations as a result of that employee participating or not participating in this program.
4. At employee request, sick leave may be granted for treatment or rehabilitation on the same basis as is granted for ordinary health problems.
5. If there are costs incurred as a result of a program referral that exceed those covered by the employee's insurance benefits, these additional costs will be the responsibility of the employee. Upon the written request of an employee, to the EAP Coordinator, the School District will assist in defraying a portion of the additional costs incurred for referral services. The cost to the District will not exceed $120 per employee.
6. It shall be within the employee's discretion whether or not to comply with the referral or whether or not to follow the recommendations of the diagnostician or counseling agent.

Supervisory Referrals

1. Employees are assured that if there is an indication that personal problems may be the cause of unsatisfactory job performance, the employee will receive an offer of assistance to help resolve such problems in an effective and confidential manner. In these cases, the supervisor will discuss the problem privately with the employee.
2. *Supervisors will not diagnose personal problems or try to find causes*. The employee will be referred through the EAP Coordinator to a qualified source.
3. The EAP Coordinator will notify the supervisor, in cases of supervisory referral, that the referent did/did not need and/or accept referral to appropriate caregiving agencies and programs. Simultaneously, the referent will also be notified that his/her supervisor knows of the employee's reporting or nonreporting to a care-giving agency.
4. Job performance standards are not being changed. The only change is the offer of a new service designed to help get employees back to an acceptable standard, and thus save valued people and jobs.

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STAFF COUNSELING
(Employee Assistance Program)

The Jefferson County R-1 School District is aware that there are personal problems which affect an employee's job performance. With this understanding, the School District recognizes that alcoholism, substance abuse, emotional or other personal concerns are progressive illnesses which can be treated as other health problems. By establishing an Employee Assistance Program, the District is committed to providing prompt, diversified, and confidential assistance to troubled employees by referring them to qualified treatment facilities to help resolve individual and/or family problems that may be affecting job performance.

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EAP Organizations

1. ALMACA — Association of Labor-Management Administrators and Consultants on Alcoholism, Inc.
   1800 North Kent St., Suite 907
   Arlington, Virginia 22209

2. EASNA — Employee Assistance Society of North America
   2145 Crooks Road, Suite 103
   Troy, Michigan 48084

EAP Publications

1. *ALMACAN*
   1800 North Kent St., Suite 907
   Arlington, Virginia 22209

2. *EAP Digest*
   Performance Resource Press, Inc.
   2145 Crooks Road, Suite 103
   Troy, Michigan 48084

3. *1981-1982 EAP Digest Annual*
   Editor: George T. Watkins
   Performance Resource Press, Inc.
   Troy, Michigan 48084

4. *EAP Research* 1984
   Editor: C. Howard Grimes
   Performance Resource Press, Inc.
   Troy, Michigan 48084

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